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ABSTRACT

This booklet provides Arizona educators with classroom resources in multicultural education and sources of training for educators. Resources include: (1) media materials and speakers on various humanities topics including contributions of different cultures to Arizona; (2) curriculum units and instructional materials on Arizona's American Indians and specific tribes of the Southwest; (3) a bibliography covering cultural diversity and various ethnic groups; (4) a handbook, training packets, and a staff development teleconference on classroom techniques to use with culturally diverse and limited-English-speaking students; (5) a 3-day cross-cultural cultural immersion program in Tsaile, Arizona, in the Navajo Nation; (6) Native American artists for week-long classroom visits; (7) holdings of the Heard Museum library and archives on Native American culture and the Southwest; (8) teacher workshops covering acquisition of a second language, teaching methods for the culturally diverse classroom, migrant lifestyles, and southwestern Indian culture; (9) Native Peoples Magazine; (10) Project REACH, promoting multicultural and global awareness and skills among elementary and junior high school students, with related teacher training; and (11) school assembly programs on Native American (including Latin American) culture. Each item lists source, audience, stated goal, description, cost, references, contact person, equipment and time needed, and, where appropriate, a summary of the depth of the additional materials contained in the program packet. (SV)

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A MULTICULTURAL INSERVICE RESOURCE HANDBOOK:

A List for Administrators and Teachers in Arizona

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Arizona Department of Education
C. Diane Bishop, Superintendent
August 1991

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A List for Administrators and Teachers in Arizona

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WELCOME

This resource booklet was compiled for educators in Arizona to support them in bringing a multicultural perspective to their schools and classrooms. It was a cooperative effort between the Arizona Department of Education, Bilingual Unit, and the Exemplary Multicultural Practices in Rural Education project at Northern Arizona University. This is intended to provide a starting point for educators who are concerned about the multicultural aspects of the student environment.

In order to better understand how the multicultural dimension affects academic achievement, James Boyer of Kansas State University describes eight stages of ethnic growth. He believes strongly that the higher the stage of ethnic growth the child is experiencing, the greater that child's potential for academic achievement.

The first stage, **Non-existence**, occurs when a student does not find families like his/her own depicted in the school curriculum. The message received is that the student's kind of category of humanity does not deserve endorsement by the school system.

The second stage, **Existence,** occurs when the student is aware that there are token indications in the school curriculum that persons like one's self do exist.

The third stage, **Tolerance,** occurs when the student is aware that his/her ethnic profile is an allowable deviation from the standard, mainstream profile.

The fourth stage, **Recognition**, occurs when there is formal or special acknowledgement of the differing ethnic backgrounds of students in the school.

Boyer says that not until stage 5, **Acceptance,** is reached, in which students learn in an environment where <u>all</u> their backgrounds are regarded as normal, will academic growth be unrestricted.

Stage 6, **Respect**, is reached when a student perceives that his/her ethnic/cultural background is acknowledged as being unique, identifiable and worthy. The learning environment actively promotes valuing the different contributions made by ethnic and cultural groups.

Stage 7, **Appreciation**, occurs as the learner embraces the message of the preceding stage and begins to envision his/her ethnic profile as having very positive qualities.

These stages of evolution are experienced by the individual and culminate in the last stage of **Celebration** which denotes a higher level of individual legitimacy— a salute to one's own ethnicity.

The inservice possibilities in this resource handbook are designed for educators. In these times of increasing cultural and ethnic diversity in the classroom, the inclination of our students is to stay separate. Committed teachers can get them to respect each other, but these teachers must be able to see differences among students as reason for celebration rather than extra work and stress.

Grant and Sleeter analyzed the research available in an article in the *Harvard Educational Review* in 1987 and found five different approaches to multicultural education in the literature:

- **Teaching the culturally different** attempts to assimilate students of color into the cultural mainstream through transitional programs.
- **A human relations approach** is used to help students of different backgrounds understand and appreciate each other.
- **Single group studies** use curriculum content to foster cultural pluralism.
- **The multicultural education** approach seeks to promote cultural pluralism by reforming the school program for all students, including integrating school staffs, affirmation of the home language of the students and by screening the curricula for bias.
- **Education that is multicultural and social reconstructionist** is committed to actively preparing students to challenge existing social inequities.

Whatever the goal of your school and your classroom, whatever your personal level of ethnic growth and the levels of the students you serve, the inservices listed in this booklet could be useful and are mainly adaptable for many different situations.

It is hoped that these resources will enhance your efforts to provide the best possible learning environment for all your students.

ANALYSIS OF MULTICULTURAL INSERVICES

	Acquisition of resource is competitive	Inservice trainers come with the program	Fee or purchase necessary	Has curriculum materials or strategies for use with students	Develops sensitivity to one culture	Develops sensitivity to many cultures	Speakers and/or performance	Available to other than public schools	Additional materials available
Arizona Humanities Council	X				X	X	X	X	X
A Varied People: Arizona's Indians			X	X		X		X	X
A Bibliography of Selected Resources on Cultural Diversity			X	X	X	X		X	X
Cultural Awareness Teaching Techniques			X	X		X		X	
Cultural Orientation for Education: A Cross-cultural Experience from the Navajo Perspective	X	X	X		X		X	X	
Heard Museum's Artists on the Road Program	X	X		X	X	X		X	X
Heard Museum's Cases for Understanding	X		X	X	X			X	X
Heard Museum's Speakers Bureau	X				X	X	X	X	X
Migrant Child Education State-Wide Services Workshops		X		X		X			X
"Native People of the Southwest": A Curriculum			X	X	X	X		X	X
Pathways to Choice			X	X	X	X		X	X
REACH for Kids and Project REACH		X	X	X		X	X	X	
Staff Development Teleconferences		X	X	X		X		X	
Strategies for Teaching Limited English Proficient Students		X	X			X			X
Teacher Training Pack for a Course on Cultural Awareness						X		X	X
"The Hohokam Experience" from the Pueblo Grande Museum	X	X	X		X			X	X
Xicanindio Artes	X		X		X		X	X	X

Arizona Humanities Council

WHO DEVELOPED AND FOR WHAT AUDIENCE

The Arizona Humanities Council is an independent, non-profit association of citizens working in cooperation with the National Endowment for the Humanities to promote the appreciation and understanding of the humanities. As defined by Congress, the Humanities include history, literature, language, linguistics, philosophy, jurisprudence, ethics, comparative religion, archeology, the history and criticism of the arts, and those aspects of the social sciences which employ a philosophical or historical, rather than a quantitative, approach.

The audience level for all programs is high school to adult.

STATED GOAL/OUTCOME

The Council aims to promote the appreciation and understanding of the humanities.

BRIEF DESCRIPTION

The *Resource Center Handbook* is a publication of the Arizona Humanities Council which provides a comprehensive listing of the media materials and speakers available through the Resource Center. It also provides detailed information about planning, publicizing, and conducting a humanities program. Media and speaker programs are listed separately and alphabetically under various humanities disciplines.

Media programs consist of films, videotapes, exhibitions, and other materials such as historical documents. They are available to any library, school, adult center, historical society, museum, or other non-profit organization in Arizona. These can be borrowed for showing in classrooms or to the faculty. Borrowers must complete a brief seven-point evaluation of borrowed items when they return them.

Some examples are as follows:

Apache Mountain Spirits— filmed on the land of the White Mountain Apache, this program tells two stories of the Apache people. It ends in the Crown Dance.

A Chicano Perspective— this series examines the many Chicano contributions to the growth and development of Arizona as well as the struggles the community has faced. The time periods covered are 1750-1890, 1890-1930, and 1940-1950.

Hopi: Songs of the Fourth World— the meaning and depth of the Hopi way are illustrated by weaving the seasonal cycle and the symbolism of sacred corn with the cycle of human experience.

Palatkwapi: A Trail of Three Cultures— a slide presentation tracing the history of this 13 centuries-old trail, documenting explorations of Hopis, Spaniards, Anglos, and Mormons.
Heritage: Civilization and the Jews— this series explores 3,000 years of the Jewish experience.

All Speaker Service members are qualified, interesting, able public speakers. Their talks provide a context for stimulating discussion. Speakers are not available for classroom or instructional activities. Schools may request speakers for teacher seminars (such as inservices) or after-school public events. At the end of the presentation, an evaluation form is provided by the AHC and should be returned promptly.

Some examples are as follows:

Ancestral Image, Photographic Eye: Images of the Mexican-American Experience— done by Ruben G. Mendoza, a doctoral candidate at the U of A. Photographs from the Mexican-American community provide a backdrop for discussion of the endangered photographic heritage of this community.
The Chinese in Arizona— a slide presentation by Quinton Priest, who teaches courses in history at the U of A, reviewing the history of the Chinese in Arizona and the western U.S.
What Great-Grandmother Was Reading... And Secretly Writing— Judy Nolte Lensink, an Assistant Professor of Women's Studies at U of A, presents examples of popular fiction that people were reading 100 years ago and presents samples of women's correspondence and diaries.
One Hundred Years of Cowboy Poetry—the lively oral tradition of the working cowboy is presented by Warren Miller, a folklorist who specializes in cowboy history.

COST

All speakers are provided without charge, and each institution may request up to three speakers and/or speaker-media activities per calendar year. The requesting institution is obligated for planning the program, promoting it, and finding space for the activities. No admission fee or donation may be requested at programs using Arizona Humanities Council materials or speakers without the written consent of the AHC.

A shipping and handling charge of $5 is assessed on all videotapes, films, audiocassettes, and slide cassette programs.

The user fee for exhibitions varies and is listed after each entry in the *Resource Center Handbook*.

CONTACT PERSON
call for an application
Arizona Humanities Council
The Ellis-Shackelford House
1242 North Central Avenue
Phoenix, AZ 85004
(602) 257-0335

EQUIPMENT NEEDED
The equipment needed for each program is clearly stated in the *Resource Center Catalog* and is the responsiblity of the sponsoring institution.

TIME NEEDED
Most presentations require 60 minutes. Any exceptions are mentioned in the *Resource Center Catalog*.

Applications must be submitted at least four weeks before the program date.

A Varied People: Arizona's Indians

WHO DEVELOPED AND FOR WHAT AUDIENCE

This book was developed in 1986 by the Arizona Department of Education's Indian Education Unit for Arizona teachers of upper elementary and secondary students.

STATED GOAL/OUTCOME

This curriculum unit is about the common identity of Southwest indigenous peoples that was forged when Brigadier General Stephen Watts Kearney took possession of the Southwest territory for the United States, and about the tremendous differences that underlie that identity. Users will explore what it means to be an American Indian, what constitutes an Indian tribe, what tribal governments are and how they developed. They also will highlight the importance of the roles Indian women have played and continue to play.

BRIEF DESCRIPTION

This is a sourcebook of references, materials, and teaching tools on American Indian women, cultures, and tribal governments, highlighting Arizona and the Southwest.

COST

There are copies available in most districts. The book will be redone in Spring of '92 and can be purchased after that time from the Arizona Department of Education.

If a teacher is interested in a particular unit and cannot find a copy of this book, the Indian Education Unit can be contacted.

CONTACT PERSON

Katie Stevens, Director
Indian Education Unit
Arizona Department of Education
1535 W. Jefferson
Phoenix, AZ 85007
(602) 542-4391

DEPTH OF ADDITIONAL MATERIALS

Section Four helps in supplementing and locating materials. This section contains additional references, grouped by topic, on North American Indian tribes; audio-visual materials; bibliographies on American Indians and Indian women; periodicals; and a key to the publishers, libraries, museums, bookstores, and other sources where materials can be obtained.

A Bibliography of Selected Resources on Cultural Diversity

WHO DEVELOPED AND FOR WHAT AUDIENCE

This bibliography is distributed by the PACER Center of Minnesota, a coalition of organizations representing many disabilities. They describe themselves as a "Center of parents helping parents".

The booklet of resources is done by the National Early Childhood Technical Assistance System (NEC*TAS) which is coordinated by the Frank Porter Graham Child Development Center at the University of North Carolina.

STATED GOAL/OUTCOME

This document was compiled to facilitate networking and collaboration among parents and professionals at the state and local levels in working with culturally diverse populations.

BRIEF DESCRIPTION

The resources listed cover a range from "classics" to current entries, and include printed and audiovisual materials and selected organizations.

The bibliography is divided into two general categories of information:

1) General Information on Cultural Diversity
2) Resource Information on Selected Cultural/Ethnic Populations (Asian/Pacific Islander, Black, Hispanic, and Native American/Alaskan Native)

Resources for each category are listed alphabetically under two subheadings—printed materials and selected organizations and resources.

COST

The cost of each publication is listed in the bibliography.

CONTACT PERSON

PACER Center, INC.
4826 Chicago Ave. S.
Minneapolis, Minnesota 55417-1055
(612)827-2966

Cultural Awareness Teaching Techniques

WHO DEVELOPED AND FOR WHAT AUDIENCE
This book was written by Jan Gaston as part of a teacher resource handbook series developed especially for ESL teachers.

STATED GOAL/OUTCOME
The author has developed a program to prepare people to function comfortably in other cultures, with both respect and empathy, but also with a sound appreciation of their own culture.

BRIEF DESCRIPTION—content & process
The book includes 20 techniques that can be used in all language classrooms, and in other training and orientation programs. Each one can be effective on its own, or the 20 can be used as a curriculum to guide the student through 4 intercultural skill-building stages. A clear objective and step-by-step procedures for leading activities and discussions are part of every technique. The author then shares suggestions, cautionary notes, and procedural variations based on her own use of the techniques in foreign language and ESL classrooms, teacher trainings, and a variety of intercultural orientation programs.

COST PER PARTICIPANT
The handbook is $10.95.

CONTACT PERSON
Order from:
Pro Lingua Associates
15 Elm Street
Brattleboro, Vermont 05301

Cultural Orientation for Educators: A Cross-Cultural Experience from the Navajo Perspective

WHO DEVELOPED AND FOR WHAT AUDIENCE

This two and a half day cultural immersion program for educators and school personnel was developed by Northern Arizona University/ College of Health Professions Continuing Education Program and Navajo Community College Continuing Education Program for elementary, secondary, middle, high school, college and university educators, principals, counselors, psychologists and other educational personnel.

STATED GOAL/OUTCOME

The purpose of the orientation is to increase awareness of cross-cultural factors, from the Navajo perspective, that can influence Native American student learning and success in an educational environment. The orientation provides an introduction to the Navajo culture and philosophy of life, educational system on the Navajo Reservation, impact of family and traditional beliefs on learning and achievement, learning styles, teaching methods and retention strategies.

BRIEF DESCRIPTION

Participants travel to Tsaile, AZ in the Navajo Nation to participate in two and a half days of lectures, activities, a simulation game, and cross-cultural experiences led by various Northern Arizona University, Navajo Community College and Navajo community members. Holding the orientations in the Navajo Nation increases the opportunities for cross-cultural insights occurring from the Navajo perspective.

COST PER PARTICIPANT

$295 dollars (includes all meals, lodging/double occupancy), refreshments, snacks, educational materials in a 3-ring binder and a paperback copy of The Book of the Navajo. Each orientation is limited to 30 participants.

REFERENCE- previous users

Past participants include faculty and staff from Northern Arizona University as well as teachers, counselors, principals and psychologists from the Flagstaff Public School District.

CONTACT PERSON

Grace Marks, Program Director
Sage Brush Cultural Orientations (formerly with Northern Arizona University)
1109 S. Plaza Way #293
Flagstaff, AZ 86001
(602) 773-0477

or
Fran Kosik, Director
Continuing Education
Navajo Community College
P. O. Box 731
Tuba City, AZ 86045
(602) 283-6321

TIME NEEDED

Two and a half to three days, depending on the audience. All programs are held on the campus of Navajo Community College in Tsaile, Arizona in the Navajo Nation. The program format and topics can be tailored to the specific needs of the educational institution.

Heard Museum's Artist on the Road Program

WHO DEVELOPED AND FOR WHAT AUDIENCE
The Heard Museum staff has developed a program in which a Native American artist and teacher will spend a week in each requesting classroom.

STATED GOAL/OUTCOME
The mission of the Heard Museum's founders was to make it possible for people to learn about the rich variety of cultures in Arizona and around the world. The staff today says, "We are about people...for people!"

BRIEF DESCRIPTION
Teachers may request a week-long visit to the classroom by a Native American artist and teacher. While in residence, the artist will team-teach a subject in the classroom.

Availability is very limited so teachers and their administrators are encouraged to apply early and to have a specific plan worked out.

COST PER PARTICIPANT
This program is free.

REFERENCE- previous user
Ann Mares, Principal
Marshall Elementary School
Flagstaff School District
Flagstaff, AZ 86001
(602) 773-4030

CONTACT PERSON
Lori Weidner, Education Associate
22 East Monte Vista Road
Phoenix, AZ 85004-1480
(602) 252-9757

TIME NEEDED
One week

DEPTH OF ADDITIONAL MATERIALS

The Heard Museum Library and Archives holdings include 40,000 books on Native American culture and art with an emphasis on the Southwest; 100 current periodicals subscriptions; Native American Artist File (information about 7,000 Native American artists); clippings, booklets, reprints, and pamphlets arranged in 500 broad areas; manuscripts, rare materials, posters and library prints, and photographs and negatives; audiocassettes and record albums of primarily native southwestern music, and taped lectures and interviews. The video and film collection has approximately 250 films and videos; and the slide library (open from 10 am to noon on Tuesdays and Thursdays) contains thousands of slides featuring fine art, crafts, indigenous technologies and ethnographic objects.

Heard Museum's Cases for Understanding

WHO DEVELOPED AND FOR WHAT AUDIENCE
The Heard Museum staff, in collaboration with educational and cultural consultants, has designed "suitcase units" for classroom use.

STATED GOAL/OUTCOME
Cases for Understanding contain information about specific tribes of the Southwest.

BRIEF DESCRIPTION
Starting January 1, 1991, the Heard Museum will again offer Cases for Understanding to schools on a two-week rental basis. The suitcase units are designed for teachers and students to use the artifacts, photographs and text to create a museum display in the classroom. Suggested activities are included in the Teacher Guide. Materials for one hands-on activity is included in the kit. Cases for Understanding contain information about specific tribes of the Southwest.

COST
Rental fee is $30 per kit.

CONTACT PERSON
Lori Weidner, Education Associate
22 East Monte Vista Road
Phoenix, AZ 85004-1480
(602) 252-9757

TIME NEEDED
Two weeks

DEPTH OF ADDITIONAL MATERIALS
The Heard Museum Library and Archives holdings include 40,000 books on Native American culture and art with an emphasis on the Southwest; 100 current periodicals subscriptions; Native American Artist File (information about 7,000 Native American artists); clippings, booklets, reprints, and pamphlets arranged in 500 broad areas; manuscripts, rare materials, posters and library prints, and photographs and negatives; audiocassettes and record albums of primarily native southwestern music, and taped lectures and interviews. The video and film collection has approximately 250 films and videos; and the slide library (open from 10 am to noon on Tuesdays and Thursdays) contains thousands of slides featuring fine art, crafts, indigenous technologies and ethnographic objects.

Heard Museum's Speakers Bureau

WHO DEVELOPED AND FOR WHAT AUDIENCE
The museum staff and volunteers from the Museum Guild designed these outreaches for schools and community groups to inform them on Southwest Prehistory, native peoples of Arizona, Native American Art, traditional crafts and a variety of other subjects.

STATED GOAL/OUTCOME
The mission of the Heard Museum's founders was to make it possible for people to learn about the rich variety of cultures in Arizona and around the world. The staff today says, "We are about people...for people!"

BRIEF DESCRIPTION
The Heard Museum reaches out to the schools and community groups with its speakers bureau, staffed by trained volunteers from the Museum Guild. Informal lectures, slide-talks, and hands-on programs are offered with a two-week notice. Topics include Southwest Prehistory, native peoples of Arizona, Native American Art, traditional crafts and a variety of other subjects. Every effort is made to accommodate special requests.

COST PER PARTICIPANT
Free

CONTACT
Call the Administrative Office at (602) 252-8840 for more information.

EQUIPMENT NEEDED
Varies. Sometimes a slide projector or overhead projector may be needed.

DEPTH OF ADDITIONAL MATERIALS
The Heard Museum Library and Archives holdings include 40,000 books on Native American culture and art with an emphasis on the Southwest; 100 current periodicals subscriptions; Native American Artist File (information about 7,000 Native American artists); clippings, booklets, reprints, and pamphlets arranged in 500 broad areas; manuscripts, rare materials, posters and library prints, and photographs and negatives; audiocassettes and record albums of primarily native southwestern music, and taped lectures and interviews. The video and film collection has approximately 250 films and videos; and the slide library (open from 10 am to noon on Tuesdays and Thursdays) contains thousands of slides featuring fine art, crafts, indigenous technologies and ethnographic objects.

Migrant Child Education
State-Wide Services Workshops

WHO DEVELOPED AND FOR WHAT AUDIENCE
These workshops were developed by the staff at the State-Wide Services Office for educators in the public school system.

STATED GOAL/OUTCOME
State-Wide's goal is to enhance classroom situations for the migrant child by increasing awareness of the process of acquisition of a second language, of classroom organization and instructional styles suited to a many-cultured classroom, and of migrant lifestyles.

BRIEF DESCRIPTION
Workshops are being offered in the following areas:

Whole Language Education—Reading/Writing Process
Learning Centers
Cooperative Learning
Migrant Awareness
Thinking Skills
Using Video for Instruction
Team Building

In addition, the team at State-Wide can tailor workshops to accommodate the needs of your situation, or present a more general workshop.

COST PER PARTICIPANT
These workshops are free to public schools in the state of Arizona.

CONTACT PERSON
Vida Galpin
State-Wide Services
2821 North 33rd Avenue Suite 1
Phoenix, AZ 85009
(602) 272-0615

TIME NEEDED
The time needed for workshops varies according to the participants' desires.

DEPTH OF ADDITIONAL MATERIALS
State-Wide has a collection of video tapes on various related subjects that they loan to public schools. Please call for a complete list.

"Native People of the Southwest": A Curriculum

WHO DEVELOPED AND FOR WHAT AUDIENCE
The Heard Museum staff, in collaboration with educational and cultural consultants, has developed social studies instructional materials for elementary schools.

STATED GOAL/OUTCOME
The mission of the Heard Museum's founders was to make it possible for people to learn about the rich variety of cultures in Arizona and around the world. The staff today says, "We are about people...for people!"

BRIEF DESCRIPTION
Each unit of social studies materials emphasizes a different theme, and features a different Native American group.

Level 2: Indé: The Western Apache (families)
Level 3: Hopi: Desert Farmers (communities)
Level 4: Anasazi: The Ancient Villagers (Arizona Prehistory)
Level 5: O'odham: Indians of the Sonoran Desert (cultural geography and adaptation)
Level 6: Diné: The Navajo (other "nations"/ other cultures)

Each unit includes four or more step-by-step, in-class lessons assembled in an extensive Teacher Guide with color slides, audio tape featuring native voices and commentary, overhead transparencies, a classroom poster, and classroom artifacts as well as illustrated Student Booklets.

COST PER PARTICIPANT
Can be purchased by the levels. A classroom package for 30 students is $295. Or the booklets can be purchased in packages of 10 for $47.85. The Teacher's Research Binder is $197.95.
The Unit consisting of all 5 levels can be purchased for $1472.15.

REFERENCE- previous user
Paradise Valley USD # 69
15002 North 32nd Street
Phoenix, AZ 85032
(602) 865-5100

CONTACT PERSON
Cloud Associates
P. O. Box 39016
Phoenix, AZ 85069
(602) 866-7820 OR
(800) 888-7820 toll free

EQUIPMENT NEEDED
Slide projector, tape recorder, and overhead projector.

TIME NEEDED
Adjustable timeline.

DEPTH OF ADDITIONAL MATERIALS
The Heard Museum Library and Archives holdings include 40,000 books on Native American culture and art with an emphasis on the Southwest; 100 current periodicals subscriptions; Native American Artist File (information about 7,000 Native American artists); clippings, booklets, reprints, and pamphlets arranged in 500 broad areas; manuscripts, rare materials, posters and library prints, and photographs and negatives; audiocassettes and record albums of primarily native southwestern music, and taped lectures and interviews; the video and film collection has approximately 250 films and videos; and the slide library (open from 10 am to noon on Tuesdays and Thursdays) contains thousands of slides featuring fine art, crafts, indigenous technologies and ethnographic objects.

Pathways to Choices

WHO DEVELOPED AND FOR WHAT AUDIENCE

Pathways to Choices is a project of NACCD, Native American Communication and Career Development, Ltd. NACCD was formed to address problems facing Native Americans through motivational and educational intervention. Pathways to Choices targets Native American youth. The most important teaching tool of Pathways is the NATIVE PEOPLES Magazine.

STATED GOAL/OUTCOME

NATIVE PEOPLES Magazine and Pathways to Choices seek to provide cultural education, role models and positive direction and self esteem to Native American youth.

BRIEF DESCRIPTION

NATIVE PEOPLES Magazine is dedicated to the sensitive portrayal of the arts and lifeways of native peoples. The magazine is published by Media Concepts Group, Inc., in association with Native American Communication and Career Development, Inc. and the Native American Tourism Center. Pathways to Choices does a curriculum guide for the NATIVE PEOPLES Magazine which gives a series of lessons by grade groupings for the articles in the magazine.

In fall of 1987, the NATIVE PEOPLES Magazine was founded as a benefit of membership for the Heard Museum. The magazine has since gone private, yet retains its commitment to high quality and affiliation to the Heard. Last spring, it was named the official magazine of the National Museum of the American Indian at the Smithsonian Institute.

A recent issue of the magazine (Winter 1991) contained articles on the following topics:

The movie Dances With Wolves
Tribal colleges
An O'Odham feast held in San Francisco
Churro sheep and their wool (which is preferred by many Navajo weavers)
Change at Zuni entitled "Hightops and Kivas"

COST PER PARTICIPANT

$18 per student for a year (4 issues and a curriculum guide). The financial consultant on the magazine staff is willing to discuss ways to acquire full or partial corporate funding with your district.

REFERENCE-previous user
Mark C. Krueger, Principal
East Fork Lutheran High School
P. O. Box 489
Whiteriver, AZ 85941
(602) 338-4455

CONTACT PERSON
Margaret Clark-Price
Associate Editor of NATIVE PEOPLES & Director, NACCD, Ltd.
1833 North Third Street
Phoenix, AZ 85004
(602) 252-2236

REACH for Kids (K-6) and Project REACH (7-9)

WHO DEVELOPED AND FOR WHAT AUDIENCE

These two programs were developed by The REACH (Respecting Ethnic And Cultural Heritages) Center for Multicultural/Global Education, a non-profit organization recognized by the National Diffusion Network of the U.S. Department of Education.

STATED GOAL/OUTCOME

The REACH Center wants to promote multicultural and global awareness, to provide ways of getting at ethnic perspectives, and to help young people understand the role of prejudice and racism.

BRIEF DESCRIPTION

The REACH Center's programs include:

REACH for Kids (RFK), an elementary school curriculum, designed for K-6, integrates across the disciplines, builds self-esteem and human relations skills, develops multicultural/global awareness and skills, and implements effective teaching strategies.

Project REACH (PR), a middle school/junior high multicultural education program validated by the National Diffusion Network of the U. S. Department of Education, infuses with the regular Social Studies text and uses a four-phase design of developing communication skills, cultural self-awareness, multicultural knowledge and cross-cultural experiences.

The programs are usually set up as two-day Institutes that include training in how to use REACH programs in schools and classrooms, and in the basic principles and concepts of multicultural/global awareness, ethnic perspectives, effective cross-cultural strategies, and understanding the role of prejudice and racism. Local speakers will be integrated into the program which is one of the ways that REACH takes into account local and regional demographics and issues.

Participants receive a teachers' guide and curriculum materials.

COST PER PARTICIPANT

The basic fee is $170 dollars per participant; this includes the teachers' guide, the curriculum materials, instruction, coffee and snacks, and lunch. The REACH Center is prepared to negotiate costs, etc. for each contract, however.

A two-day institute is being offered at the Salt River Pima-Maricopa Indian Community Multi-Purpose Building from **September 30 to October 1, 1991.** The charge for this training is **at a special discount rate of $95 dollars per educator.**

REFERENCE- previous user
Bob Chiago of the Salt River Pima-Maricopa Indian Community's Education Office
10005 E. Osborn
Scottsdale, AZ
(602) 941-7288

CONTACT PERSON
Gary Howard, Executive Director or Colleen Almojuela, Assistant Director
239 North McLeod
Arlington, WA 98223
(206) 435-8682

TIME NEEDED
As mentioned above, the Institutes are usually two days long, but the REACH Center is flexible in offering shorter, longer, or more spread out trainings.

ADDITIONAL NOTE
College credit may be an option.

There is a Global REACH program for High Schools also. It is a transportable model and the Institute for this is generally five days long.

Staff Development Teleconferences

WHO DEVELOPED AND FOR WHAT AUDIENCE

This project was developed by Center for the Study of Small/Rural Schools in the University of Oklahoma's Continuing Education and Public Service Department.

STATED GOAL/OUTCOME

The six staff development video telecasts are designed to provide an opportunity for educators to discuss issues and develop strategies at the local level.

BRIEF DESCRIPTION

The Center for the Study of Small/Rural Schools is offering six multidimensional trainings based on video telecasts for the staffs of small and/or rural schools. Activities, readings and lesson plans which reinforce and emphasize the interactive approach of the sessions will be provided. Subscribers may choose any four of the six sessions for one subscription fee, which includes licensing to videotape C-band downlink, copy the videos twice, and photocopy the reproducible participant materials for each of the four sessions.

Of particular interest is the session entitled "Multicultural Education: Valuing Diversity". Dr. Jim Romero of the Southwest Center for Human Relations Studies at the University of Oklahoma will provide information relating to the culture of teaching, student culture, and ethnic diversity. The session will also examine strategies for teacher success with culturally diverse populations. The primary goal is to assist teachers and administrators in recognizing the importance of culture and to begin to value diversity.

The other five sessions are as follows:

- The Future of Rural Education
- Superintendent/School Board Relations
- Parent Involvement and Outreach
- Curriculum Alignment
- Cooperative Learning

COST PER PARTICIPANT

One district may pay $750 for four sessions. Three small districts can join together to form a consortium, paying $250 each for four sessions. Seven or more districts may form a cooperative, choosing one contact person who will be responsible for receiving the materials and arranging for the downlink. This cooperative reduces the fee to $175 a district.

REFERENCE—previous user
New this year.

CONTACT PERSON
Jan Simmons, Program Coordinator
Center for the Study of Small/Rural Schools
University of Oklahoma
555 Constitution
Norman, Oklahoma 73037-0005
(405) 325-1450

EQUIPMENT NEEDED
Need a satellite dish. For an extra $20 per tape, a videotape of a session can be sent to your address.

TIME NEEDED
Each session is approximately one day's worth of activities, but can be divided at activity breaks by the user.

Strategies For Teaching Limited English Proficient Students: Part I — General ESL Strategies Part II — Content Area Strategies

WHO DEVELOPED AND FOR WHAT AUDIENCE

These two packets were developed by the Bilingual Unit of the Arizona Department of Education. The materials are appropriate for grades K-12.

STATED GOAL/OUTCOME

The stated purpose is as follows:

> To provide information and assistance to educators involved in the teaching of limited English proficient students.

The first packet contains handouts and articles related to the teaching of English as a second language, and to the DEVELOPMENT of English oral and literacy skills. The second packet addresses the teaching of English through subject matter classes.

BRIEF DESCRIPTION—content & process

Each packet contains a number of handouts, such as "Currents Trends in ESL", "Tips for Teaching ESL Students," "Implementing Language Acquisition," "Working With LEP Learners in the Content Classroom," "Characteristics of Content-Based ESL Classes." These handouts can be used FOR SITE-STAFFED in-services, as training materials for teachers who will be dealing with LEP students, or as advance organizers for a Department of Education inservice.

Each packet also contains related articles such as "Dialogue Journal Writing With Limited English Proficient Students," "The Multicultural Classroom," "Cooperative Learning With Limited English Proficient Students," "Helping Language Minority Students," "Helping the ESL Student in Your Class".

The Bilingual Unit's Program Specialists can present much of this material as an inservice. If there is a request for an inservice focused more on the Multicultural Classroom, the Program Specialists are, at this time, willing and able to accommodate that request.

COST PER PARTICIPANT

The packets can be purchased through the Arizona Department of Education, Central Distribution Services, 1535 W. Jefferson, Phoenix, AZ 85007. Each packet is under $5, and there is a small postage and handling charge. Call (602) 542-3088 for current ordering information.

Permission is given to recipients of the packets to make reproductions for educational use as long as the proper citation is added.

Inservices tailored for your public school are available from the Bilingual Unit's Program Specialists at no charge.

CONTACT PERSON

Verma Pastor, Bilingual Director
AZ Department of Education/Bilingual Unit
Phoenix, AZ 85007
(602) 542-3204

DEPTH OF ADDITIONAL MATERIALS

Each of the articles in the packets has a list of references. The Program Specialists are familiar with a wide range of writings, teaching tools, and materials that would apply to a multicultural classroom.

Teacher Training Pack for A Course on Cultural Awareness

WHO DEVELOPED AND FOR WHAT AUDIENCE
Developed by C. Curt for anyone who communicates with people of backgrounds other than their own.

STATED GOAL/OUTCOME
The training promotes awareness of communication behaviors and body language perceptions among people of diverse ethnic backgrounds.

BRIEF DESCRIPTION
This is a training course on communication behaviors with people of diverse cultural and ethnic backgrounds. Deals with dialog and body language perceptions.

COST PER PARTICIPANT
This resource can be borrowed on a library loan basis from the National Origin Library, call number: **CUL 24**
PB
J

CONTACT PERSON
Debra L. Meibaum, Project Director
Bilingual Education/ National Origin Desegregation
Mississippi State Department of Education
Suite 501 Sillers Office Building
P. O. Box 771
Jackson, Mississippi 39205
(601) 359-6590

DEPTH OF ADDITIONAL MATERIALS
This project has available two catalogs containing more than 2,500 items available on a library loan basis from the National Origin Office. The materials are divided into thirteen categories as follows:

assessment
bilingual (multilingual) materials
culture
dictionaries
grammar
listening/conversation
program evaluation and management
reading
subject area
speaking and pronounciation
teacher/volunteer training
vocabulary
writing

"The Hohokam Experience" from the Pueblo Grande Museum

WHO DEVELOPED AND FOR WHAT AUDIENCE

The workshops were developed by the museum staff.

STATED GOAL/OUTCOME

Pueblo Grande Museum is offering the following outreach programs for faculties. The first category contains programs performed by Pueblo Grande Museum staff. Staff salaries will be covered by museum budget. Travel expenses will be the responsibility of the outreach client. The second category of outreach programs are those that are offered by Pueblo Grande Museum through contract instructors. The instructors costs are estimates based on the 1990 workshop program at Pueblo Grande Museum.

BRIEF DESCRIPTION

Category 1:

1) Lecture and slide program on the Hohokam Indians in the Salt River Valley. Particular attention is given to the Hohokam at the Pueblo Grande site.
2) Demonstration and lecture on on Hohokam pottery. Slides will be used to discuss Hohokam pottery decorations and vessel shape. A complete workshop on clay processing and vessel construction is available. A pit firing is possible under certain conditions.
3) Shell etching demonstration and workshop. Details of the Hohokam shell etching will be offered. Participants will be able to create a finished product within a few hours.
4) Flint-knapping demonstration and workshop using obsidian.

All of the above programs can vary in length depending on the audience and amount of time allocated for the process.

Category 2:

1) **Hohokam pottery**: Complete pottery manufacturing process. Includes making clay from raw material. An authentic pit firing concludes the program. Workshop runs about 12 hours total. Instructor cost: $500.00 (includes materials)
2) **Bead workshop/Plains Indian style**: Workshop illustrates a variety of bead working techniques, including embroidery. Porcupine and feather quill techniques can be incorporated into this program. Instructor cost: $400 plus materials. Workshop runs about 12 hours total.

3) **Tohono O'Odham Basketry**: Participants will learn the complete basket-making process from processing raw materials to finished product. Instructor cost: $400 plus materials. Workshop runs about 12 hours.
4) **Maricopa Pottery Workshop**: Vessel construction, decoration, and firing comprise this workshop. Instructor cost: $500 (includes materials). The program runs about 12 hours.
5) **Pima Bow and Arrow Workshop**: Participants learn how to make a traditional Pima bow and arrow set using mostly native materials. Instructor cost: $400 (includes materials). Program runs about 6 hours.
6) **Canal Irrigation Lecture**: All the current information on Hohokam canal irrigation is offered by a local expert. Cost negotiable.

COST
See above.

REFERENCE- **previous user**
Not previously available outside the metropolitan Phoenix area.

CONTACT PERSON
Roger Lidman, Museum Educator
Pueblo Grande Museum
4619 E. Washington St.
Phoenix, AZ
(602) 495-0901

EQUIPMENT NEEDED
Different requirements for the various crafts. Check with the presenter before the inservice.

TIME NEEDED
Four hours is advised, but presentations can be tailored to the requesting institution's needs.

Xicanindio Artes Cultural Programs

WHO DEVELOPED AND FOR WHAT AUDIENCE
Xicanindo Artes, Inc. is a multifaceted, tax-exempt non-profit organization whose purpose is to promote and support the cultures of indigenous peoples of America through the arts, by presenting, producing and providing SERVICES to artists, arts organizations, schools, and the community. These particular presentations were developed for the schools. They could be used for teacher in-services or as district-wide presentations.

STATED GOAL/OUTCOME
Each program is unique. The goals range from making connections between the origin and history of music, and animal and natural sounds to prevention of teen suicide, substance abuse and sexual abuse.

BRIEF DESCRIPTION
For the 1991-92 school year, Xicanindio Artes will be offering three assembly programs available for bookings at all Arizona schools.

> **An Imaginary Trip Through the Americas**— a 45 minute slide presentation with live music from various regions of Latin America which has been proven to be a unique and effective educational experience.
> **Jungle Jams**— a fun & fascinating 30 minute hands-on activity about the origins and history of music in animal and natural sounds.
> **Rhythm, Rhyme and Reason**— 45 minute rock concert informance on contemporary issues such as drunk driving, substance abuse and dropping out of school.

Xicanindio has been doing these programs for the last 12 years.

COST
$350 dollars per performance plus travel fees for the musicians.

REFERENCE- previous user
Please call Virginia Cardenas, tell her which program interests you and she will give you the name and number of a district where that performance has been done.

CONTACT PERSON
Virginia Cardenas, Programs Coordinator
128 West Pepper
Mesa, AZ 85201
(602) 833-5875

EQUIPMENT NEEDED
None

TIME NEEDED
Each presentation lasts about 45 minutes.

DEPTH OF ADDITIONAL MATERIALS
Xicanindio also sponsors Dia de Los Muertos dance dramas in order to further a broader understanding of the theme of life and death in Hispanic culture. These are held in the Fall around the time of the festivity at Xicanindio Artes, 128 West Pepper, Mesa, AZ. All lectures are free and open to the public. Information can be obtained by calling the office at (602) 833-5875.